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of individualization, reformation, and prevention, in which revenge should have no place. The percentage of homicides which result in the execution of the offender is so small that the death penalty cannot be considered a deterrent. Moreover, statistics of states which do and do not inflict the death penalty lend no support to the argument that capital punishment is an effective check upon homicide. "Evolution, theory, practice, humanity—all lead to the same conclusion. The death penalty is an outworn vestige—a cruel remnant—of barbarism, which has no place in a modern enlightened community."

As a substitute for the death penalty Dr. Bye recommends the indeterminate sentence with a minimum of sufficient length to make the effect impressive upon the public.

The thesis is well fortified by statistical and other data, and is altogether a thorough and able presentation.

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The Intelligence of School Children. How children differ in ability; the use of mental tests in school grading and the proper education of exceptional children. By LEWIS M. TERMAN. Houghton Mifflin Co., Boston, 1919. Pp. xxii+317. \$1.75.

This book is one of the series of "Riverside Textbooks in Education," edited by E. P. Cubberley, and in many respects may be considered a companion volume to the author's *The Measurement of Intelligence*, published in the same series in 1916. The first book is essentially a guide for the use of the Stanford Revision of the Binet-Simon Scale, while the present volume indicates how the test results may be used in the everyday routine of the school. The author tells us that the book has been written for the grade teacher in simple, untechnical language with the practical aim of "showing how the results of mental tests may be put to everyday use in the grade classification and in the educational guidance of school children"; and the author has succeeded admirably in achieving this aim.

The first principal topic is the existence of individual differences in general intelligence in school children. Typical grades are chosen, e.g., the kindergarten, the first and fifth grades, and the first year of high school, and the actual test results are tabulated. The importance of this kind of an analysis, particularly in the first grade, is emphasized because the future progress of the child through the grades depends to a large extent upon getting the right kind of start at the beginning. We

fail to realize the tremendous variation among first-grade pupils, and Terman shows us that mental ages may vary from 3 to 10 years. Children of such mental variation cannot be satisfactorily taught as one group. The variations in the first year of high school are not so great. At this stage of school life the significance of a child's intelligence for future success in school is great. The results seem to show that a pupil with an I.Q. below 90 is almost certain to fail in algebra or Latin, and furthermore that he is unlikely to graduate from our high schools as they are at present organized. This raises the vital educational question as to whether the high school ought to broaden out and introduce other subjects that could be handled satisfactorily by the pupil whose I.Q. is below 90.

Following this presentation of individual differences comes the question of the classification of pupils in school according to their mental age. The actual situation in our schools at present shows that chronological age rather than mental age is the basis for advancement. The bright child is retarded in comparison with his mental age, and the dull or feeble-minded child is accelerated. The average grade-acceleration of the latter group is about 2.2 years.

Of great interest to the psychologist is the discussion of the reliability of the I.Q. for purposes of prediction. Terman gives us for the first time more or less adequate data on this problem. It has long been a disputed point as to whether the I.Q. remains constant or not. Some data have been presented and several workers have argued that the I.Q. is very variable. The suspicion, however, has always been that the data upon which their arguments were based have been defective, and that a great deal of the variability of the I.Q. was due to the defects of the intelligence scales used. Terman's results show great stability, and on the whole show that the I.Q. is constant from age 4 to about age 14. The probable error is about 5 points. There are, however, some individual cases showing a difference of plus or minus 20 points.

A great part of the book is taken up with the superior child, and in view of the growing interest in this subject the matter is very timely. The needs of these children in the school are emphasized and the author urges the establishment of opportunity classes for superior children. These children are not freaks nor are they morally or physically abnormal. The schools are neglecting the great power for good that would arise from a recognition of the vast potentialities of the group. From among these children should come the leaders of the next generation, and a democracy needs to develop all its intellectual and moral

resources. Particularly interesting are the case descriptions of 41 superior children.

The last topic in the book deals with the use of mental tests for vocational guidance. Here Terman gives the chief results of testing various adult groups with the Stanford Scale. These groups include firemen, policemen, express-company employees, motormen and conductors, business men, college students, tramps and hoboes. The chief value of the work would seem to be the suggestion that it gives us of the amount of intelligence required in various walks of life. Eventually we may be able to determine the minimum amount of intelligence required for different occupations and to advise a boy against entering an occupation for which he does not possess the requisite amount of intelligence.

This brief survey of the main topics of the book will indicate the practical nature of the work and its usefulness for the teacher. We have now definitely entered upon a period where mental tests are regarded as a necessary adjunct to intelligent supervision in our schools, and it behooves every teacher to become acquainted with the problem. For the psychologist the book is valuable for the data presented. Although many of the results have already appeared in various psychological journals, they will be more accessible in the present book form. The attitude of the author as to what mental tests will and will not do is sane and sound, and the book will give the student of sociology the best up-to-date presentation of the problem of mental testing and some of its applications.

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Problems of the Secondary Teacher. By WILLIAM JERUSALEM, PH.D. Translated by CHARLES F. SANDERS. Boston: Richard G. Badger, 1918. Pp. 253. \$1.75.

The author is given on the title-page as "Professor of Education, University of Vienna," but much of his career, he says, was spent in "the practical life of a pedagogue," and he often refers to the teachers of whom he writes as his colleagues. His spiritual forebears are Goethe, Schiller, Plato, Foerster, Sophocles, Paulsen, Kant, Herder, and Socrates, in order according to the number of references after their respective names in the index.

According to the sociological interpretation which he favors, "general education implies the sum total of social requirements" (p. 30).